Sue Cleveland Elementary

375 Woodmont School Road Ext.
Piedmont, SC 29673

Grades	K–5 Elementary School	
Enrollment	422 Students	
Principal	Virginia K. Chambers	864−355−4201
Superintendent	Phinnize J. Fisher, Ed.D.	864−241−3456
Board Chair	Charles J. Saylors	864−322−9053

The State of South Carolina

Annual School Report Card

2005

ABSOLUTE RATING   **BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	25	64	13	1

IMPROVEMENT RATING   **UNSATISFACTORY**

ADEQUATE YEARLY PROGRESS   **NO**

This school met 15 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

www.myscschools.com
www.sceoc.org

PERFORMANCE TRENDS OVER 4−YEAR PERIOD

|	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	Yes
2005	Below Average	Unsatisfactory	No

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory − School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004−05 whose 2003−04 test scores were located. 93.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

English/Language Arts   Mathematics   Science   Social Studies

Our School
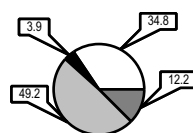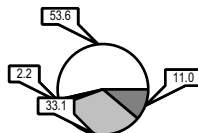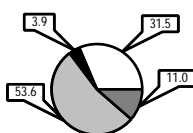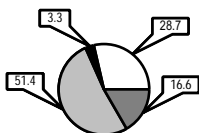
Elementary Schools with Students like Ours
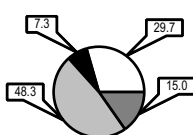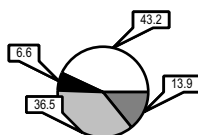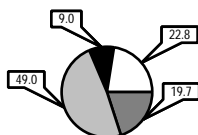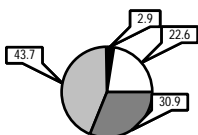
Definition of Critical Terms

■	**Advanced**	Very high score; very well prepared to work at next grade level; exceeded expectations
▦	**Proficient**	Well prepared to work at next grade level; met expectations
▧	**Basic**	Met standards; minimally prepared, can go to next grade level
□	**Below Basic**	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts − State Performance Objective = 38.2%									
All Students	208	99.5	28.3	51.7	16.7	3.3	35.0	Yes	Yes
Gender									
Male	104	99.0	39.6	41.8	17.6	1.1	29.7		
Female	104	100.0	16.9	61.8	15.7	5.6	40.4		
Racial/Ethnic Group									
White	127	99.2	21.2	50.4	23.9	4.4	44.2	Yes	Yes
African American	75	100.0	39.7	55.6	3.2	1.6	19.0	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	156	99.4	28.0	47.7	19.7	4.5	38.6		
Disabled	52	100.0	29.2	62.5	8.3	0.0	25.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non−Migrant	208	99.5	28.3	51.7	16.7	3.3	35.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non−Limited English Proficient	208	99.5	28.3	51.7	16.7	3.3	35.0		
Socio−Economic Status									
Subsidized meals	133	99.3	34.2	51.4	13.5	0.9	26.1	No	Yes
Full−pay meals	75	100.0	18.8	52.2	21.7	7.2	49.3		
Mathematics − State Performance Objective = 36.7%									
All Students	207	100.0	31.1	53.9	11.1	3.9	29.4	Yes	Yes
Gender									
Male	103	100.0	39.6	44.0	12.1	4.4	28.6		
Female	104	100.0	22.5	64.0	10.1	3.4	30.3		
Racial/Ethnic Group									
White	126	100.0	19.5	61.1	15.0	4.4	35.4	Yes	Yes
African American	75	100.0	50.8	42.9	4.8	1.6	17.5	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	155	100.0	25.8	53.8	15.2	5.3	37.1		
Disabled	52	100.0	45.8	54.2	0.0	0.0	8.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non−Migrant	207	100.0	31.1	53.9	11.1	3.9	29.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non−Limited English Proficient	207	100.0	31.1	53.9	11.1	3.9	29.4		
Socio−Economic Status									
Subsidized meals	132	100.0	36.0	55.0	6.3	2.7	22.5	No	Yes
Full−pay meals	75	100.0	23.2	52.2	18.8	5.8	40.6		

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

PACT Performance by Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
Science							
All Students	207	100.0	53.3	33.3	11.1	2.2	13.3
Gender							
Male	103	100.0	58.2	25.3	12.1	4.4	16.5
Female	104	100.0	48.3	41.6	10.1	0.0	10.1
Racial/Ethnic Group							
White	126	100.0	42.5	40.7	14.2	2.7	16.8
African American	75	100.0	73.0	20.6	6.3	0.0	6.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	155	100.0	45.5	37.9	13.6	3.0	16.7
Disabled	52	100.0	75.0	20.8	4.2	0.0	4.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non−Migrant	207	100.0	53.3	33.3	11.1	2.2	13.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non−Limited English Proficient	207	100.0	53.3	33.3	11.1	2.2	13.3
Socio−Economic Status							
Subsidized meals	132	100.0	61.3	28.8	9.0	0.9	9.9
Full−pay meals	75	100.0	40.6	40.6	14.5	4.3	18.8
Social Studies							
All Students	207	100.0	34.4	49.4	12.2	3.9	16.1
Gender							
Male	103	100.0	40.7	41.8	14.3	3.3	17.6
Female	104	100.0	28.1	57.3	10.1	4.5	14.6
Racial/Ethnic Group							
White	126	100.0	26.5	54.0	13.3	6.2	19.5
African American	75	100.0	47.6	42.9	9.5	0.0	9.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	155	100.0	31.1	49.2	15.2	4.5	19.7
Disabled	52	100.0	43.8	50.0	4.2	2.1	6.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non−Migrant	207	100.0	34.4	49.4	12.2	3.9	16.1
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non−Limited English Proficient	207	100.0	34.4	49.4	12.2	3.9	16.1
Socio−Economic Status							
Subsidized meals	132	100.0	39.6	48.6	10.8	0.9	11.7
Full−pay meals	75	100.0	26.1	50.7	14.5	8.7	23.2

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

Year	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
			English/Language Arts					
2004	3	64	100.0	17.2	44.8	37.9	N/A	37.9
2004	4	82	98.8	36.4	42.9	20.8	N/A	20.8
2004	5	67	100.0	26.2	55.7	14.8	3.3	18.0
2004	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	71	100.0	16.4	39.3	34.4	9.8	44.3
2005	4	58	100.0	28.0	62.0	10.0	0.0	10.0
2005	5	79	98.7	39.1	55.1	5.8	0.0	5.8
2005	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			Mathematics					
2004	3	64	100.0	19.0	70.7	8.6	1.7	10.3
2004	4	82	100.0	26.9	55.1	12.8	5.1	17.9
2004	5	67	100.0	34.4	44.3	11.5	9.8	21.3
2004	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	71	100.0	24.6	57.4	13.1	4.9	18.0
2005	4	58	100.0	34.0	46.0	18.0	2.0	20.0
2005	5	78	100.0	34.8	56.5	4.3	4.3	8.7
2005	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			Science					
2004	3							
2004	4							
2004	5							
2004	6							
2004	7							
2004	8							
2005	3	71	100.0	36.1	42.6	18.0	3.3	21.3
2005	4	58	100.0	54.0	36.0	10.0	0.0	10.0
2005	5	78	100.0	68.1	23.2	5.8	2.9	8.7
2005	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			Social Studies					
2004	3							
2004	4							
2004	5							
2004	6							
2004	7							
2004	8							
2005	3	71	100.0	19.7	52.5	19.7	8.2	27.9
2005	4	58	100.0	26.0	62.0	10.0	2.0	12.0
2005	5	78	100.0	53.6	37.7	7.2	1.4	8.7
2005	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 422)				
First graders who attended full−day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.9%	Down from 5.1%	3.6%	3.0%
Attendance rate	95.8%	Down from 96.1%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.9%	Down from 10.4%	3.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.4%	Down from 8.0%	3.3%	3.2%
Eligible for gifted and talented	3.7%	Down from 6.8%	10.0%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.6%	Down from 13.7%	8.9%	8.2%
Older than usual for grade	2.1%	Down from 3.3%	1.1%	0.9%
Out−of−school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 0.9%	0.0%	0.0%
Teachers (n= 32)				
Teachers with advanced degrees	15.6%	Down from 19.4%	50.0%	52.6%
Continuing contract teachers	56.3%	Down from 83.9%	84.2%	83.3%
Highly qualified teachers	96.8%	Up from 96.6%	94.6%	93.5%
Teachers with emergency or provisional certificates	4.0%	Up from 3.8%	0.0%	0.0%
Teachers returning from previous year	81.0%	Down from 85.1%	86.7%	87.0%
Teacher attendance rate	93.7%	Down from 94.8%	94.8%	95.0%
Average teacher salary	$35,611	Down 3.8%	$41,117	$41,703
Prof. development days/teacher	13.4 days	Up from 8.7 days	13.4 days	12.8 days
School				
Principal's years at school	10.0	Up from 8.0	4.0	4.0
Student−teacher ratio in core subjects	16.7 to 1	Down from 19.9 to 1	18.4 to 1	18.8 to 1
Prime instructional time	88.5%	Down from 89.5%	89.0%	89.8%
Dollars spent per pupil*	$5,049	Down 7.9%	$6,058	$6,242
Percent of expenditures for teacher salaries*	65.0%	Up from 64.4%	64.7%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	92.8%	89.4%
Highly qualified teachers in high poverty schools	95.5%	90.1%

	State Objective	Met State Objective
Highly qualified teachers in this school	65.0%	Yes
Student attendance in this school	95.3%	Yes

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

2004-2005 school year was very challenging but successful. The focus was implementing the "Malcolm Baldrige Model" for continuous improvement and becoming a data driven school. This model places accountability for learning into the children's hands. All students develop academic and personal goals for each nine weeks. After goals are set, action plans are written under the guidance of an adult mentor: principal, guidance counselor, parent, or teacher. The students track their achievement, behavior, and attendance in a data notebook. It is hoped that students recognize the connection between their own actions and achievement.

Student-led conferences are held in the fall with parents and teachers. Students are encouraged to communicate interactively with each other, the teacher, and the parent. We have experienced an increase in parental and student involvement in the learning process. The model for improvement encourages effective communication, responsibility, and promotes positive social behavior.

Children increase their technology skills by using Graph Master and Power Point to present information.   Children establish ground rules for creating a safe learning environment and use graphic organizers to create an analysis of the forces that guide positive results in all academic areas and the forces that restrain success. Teachers provide immediate feedback through conferencing and class meetings. This model places accountability for learning into the children's hands.

The school's previous awards are the "Red Carpet Award" for our welcoming atmosphere and the "Exemplary Writing Award." The school also won the "Strong Communities and School Award" for our continued service learning projects and community programs. In August of 2003, we became a Title I school for "Targeted Assistance" and a Title One school August of 2004. With those funds, we were able to provide a reading specialist and math specialist to assist students in those content areas. This year, we achieved AYP status. We feel a sense of accomplishment because all of our students made progress in achievement. The faculty's willingness to meet individual needs of the students, the positive motivational attitudes of the students, and the support from the community enabled our school to be successful.

We are entering year four of the school portfolio process which provides a narrative evaluation regarding our progress as a school. This process is enabling our school to align our goals and objectives with staff development and needs assessments. This year, we developed our own bench mark tests for the purpose of measuring growth over the school year and to note areas that needed improvement at mid-year. We are hopeful that our efforts will produce positive results and improvement for our children and community.   The faculty and staff are most willing to provide our children with our personal best at all times.

Virginia K. Chambers, Principal
Susie Lizarralde, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	32	58	49
Percent satisfied with learning environment	90.6%	75.9%	69.6%
Percent satisfied with social and physical environment	87.5%	83.9%	66.7%
Percent satisfied with school−home relations	46.9%	91.1%	67.3%

*Only students at the highest elementary school grade level at this school and their parents were included.